

## Guidelines for Flex Calendar Obligation

Article 13 (WORKLOAD), Section A, of the SBCCD/CCA Agreement defines the full-time faculty Flex obligations for the 2010-2011 academic year (July 1, 2010 – June 30, 2011) as four days, or at least 24 hours, of appropriate flex activities. Activities or events used to satisfy the Flex Calendar Obligation may not conflict with regularly scheduled class activities or other regularly scheduled activities considered to be part of one’s normal workload. Completed Flex Activity Report Forms, including activities you will complete prior to July 1, 2011, must be submitted to the Office of Instruction by May 6, 2011. If you have questions or need additional information, please contact the CHC Flex Coordinator, Daniel Bahner at ext. 3330 or [dbahner@craftonhills.edu](mailto:dbahner@craftonhills.edu).

### Authorized or Recognized Flex Calendar Activities

Activities or events that contribute to “staff, student, and instructional improvement” can apply toward satisfying the Flex Calendar Obligation. Professional development activities intended for instructional improvement include in-service training, workshops, conferences, seminars, individual or small group planned projects, and institutionally planned activities.

The following list of activities is intended as a guide and is not intended to be limiting in terms of specific activities.

| (A) Staff Improvement   | (B) Student Improvement   | (C) Instructional Improvement   |
|---|---|---|
| 1. Developing new programs (e.g., a workshop on designing programs).  | 1. Developing a new program to meet changing student needs.   | 1. Developing a new course.   |
| 2. Faculty and counselor meetings to address areas of concern.  | 2. Creating self-study modules and/or computer-assisted instruction.  | 2. Modifying an existing course to comply with changing institutional or discipline requirements.   |
| 3. Faculty and staff meetings to improve learning resource support services to students.  | 3. Faculty and staff (e.g., tutors, lab assistants) meetings to improve services to students.   | 3. Development or revision of programs, course curriculum, learning resources and evaluation.   |
| 4. Orientation/education (e.g., new faculty, role of academic senates, training students, staff, and faculty to serve on committees, changing role of technology in education). | 4. Matriculation services (e.g., special orientation for ESL students, workshops in specific disciplines for students with undecided majors).                                   | 4. Significant modification of a course to address the learning needs of diverse students (e.g., creating self-paced learning modules).                     |
| 5. Workshops on how to mentor students or how to mentor faculty.  | 5. Student advising (e.g., academic advising of students by faculty).   | 5. Developing student readiness programs specific to course disciplines.  |
| 6. Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities).            | 6. Review of learning resource materials to eliminate outdated items and make recommendations for additions.  | 6. Attending workshops on teaching methods or techniques (e.g., classroom-based research training, Instructional Skills Workshops, Great Teachers Seminars) |
| 7. Workshops or individually designed activities to improve or enhance skills or knowledge one’s own discipline.  | 7. Meetings (dept./division/college-wide) specifically to discuss strategies for improving service to students.   | 7. Institutional research (e.g., job skill requirements, research on transfer ratios, ethnicity data on students and staff, gender equity, campus climate). |
| 8. Improving or learning how to use computers and technology.   | 8. Articulation to improve transfer processes.  | 8. Faculty and counselor meetings to address areas of curriculum.   |
| 9. Meetings designed to improve a cohesive working relationship among members of the group (e.g., departments, divisions, committees, mixture of college constituencies).       | 9. Conducting special workshops for students (e.g., understanding the college schedule, transfer requirements, setting academic goals).   | 9. Grant writing to secure funds for improvement of instruction.  |
| 10. Workshops on writing grants.  | 10. Institutional research focused on meeting the needs of the students (e.g., job market surveys, transfer ratios, ethnicity data on students, gender equity, campus climate). |   |

- Flex Activity participants will earn 1 hour of credit for each hour of participation in an appropriate flex activity.
- Flex Activity presenters will earn 3 hours of credit for each hour of the presentation of an approved flex activity.
- Non-instructional faculty, such as Counselors, Librarians, and Nurses, may exchange instructional days for non-instructional days in coordination with their immediate supervisor.
- Faculty on sabbatical leave, re-training leave, leave without pay, or on a teacher exchange program are not required to do Flex Activities for the period of time of their leave or special assignment.
- Courses or credits used for salary advancement cannot be used for Flex Credit.